



PRINCIPALS' QUICK REFERENCE GUIDE

2002-2003 School Profile



Ocean View School District

<http://www.ovsd.org/index.html>

Karen Catabijan, Principal
Presented at the January 2004
Principals' Roundtable Webcast
17241 Oak Lane
Huntington Beach, CA 92647
(714) 842-4459
kcatabijan@ovsd.org

Coastal Southern California, Urban, K-5, 819 students

Percent Free/Reduced Lunch: 96%

English Learners: 87%

Demographics:

American Indian/Alaska Native	0%
Asian	0%
Pacific Islander	0%
Filipino	0%
Hispanic/Latino	97%
African American	0%
White (not Hispanic)	2%



Year	API Score
2003	648
2002	568
2001	593
2000	490
1999	421

[more API info](#)

Central Focuses of School Reform:

- Initially, getting teachers to change their instructional content and strategies was a great challenge. It was difficult for the teachers to give up pet projects and units of study they had developed. A clear message from the principal that "we're all in this together" and the cultivation of a strong teacher leadership base in this large school were key to motivating the teachers to immerse themselves in the work of reform. The principal sees the "teachers as the experts" with the principal and teachers working as a team.
- Building collaboration between teachers was another key focus of reform. Two meetings monthly are devoted to building collaboration. One meeting is designated for grade level work; a second is designated for articulation across the grades. Teacher leaders oversee these meetings and report to the principal.
- After a thorough examination of the school's data, the staff identified reading and English language development as their targets for reform. The decision to have grade level teams provide

instruction in English language development proved difficult for teachers. They had to overcome their fears that another teacher might not be as committed to students who were not “their own.”

Additional Information:

- School-level funds designated for Title I, professional development, support personnel, and instructional materials were all aligned in order to improve instruction in reading and English language development.
- Professional development focuses heavily on English literacy for English language learners.
- The Reading Excellence Act and the California Reading and Literature Project/Reading RESULTS Assessment have made a big difference in the school. Both have helped the staff to focus on assessment, standards, intervention, literacy dialogues and coaching, as well as effective instructional strategies.

Research/Resources:

RESULTS - California Reading and Literature Project,

http://csmp.ucop.edu/crlp/regional/site_info.php?projectID=6&siteID=13. Click on “Results on Line.”

Web Links:

- [School Site Web Page](#)
- [School Site API Data](#)
- [School Site CBEDS Data](#)